**Supplemental table 1: focus group discussion semi-structured questioning route for physical activity behavior**

**Introduction**

**Welcome note;** Welcome and thanks for agreeing to join us to discuss about physical activity in our community. My name is Peter Yiga and assisting me is Achieng Julian, we are from Kyambogo University and KU Leuven in Belgium.

**Overview of topic;** The goal of today’s meeting is to help us learn from each other factors influencing how physical activity levels here in Kampala. All information gathered will be analyzed to ascertain influencing factors and design a program to ensure better health and wellbeing.

**Ground rules;** Before we start, I would like to remind you that there are no right or wrong answers in this discussion. We are interested in knowing what each of you think, so please feel free to be frank and to share your point of view, regardless of whether you agree or disagree with what you hear. It is very important that we hear all your opinions.

You've probably noticed the audio recorder. We're audio recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down.

My colleague will as well be taking some notes, again for enabling capturing as much comments as possible. Names are not attached to the notes. Focus group will take on average 60 minutes. You probably prefer that your comments not be repeated to people outside of this group. Please treat others in the group as you want to be treated by not telling anyone about what you hear in this discussion today.

Let's start by going around the circle and having each person introduce herself.

**Demographic questionnaire**

**General information\*)**

Name of respondent:

Age:

Marital status:

Occupation:

Education:

Monthly income:

**FOCUS GROUP QUESTIONAIRE – PHYSICAL ACTIVITY**

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| **Theoretical construct** | **Possible Questions to check assumptions (possible Focus group question)** | **Other relevant practical information related to the factor** |
| Barriers (physical activity knowledge) | When you hear the term "physical activity," what comes to your mind? What does it mean to be physically active to you?  Probe for examples    Depending on response probe to see whether they make a difference with exercise?    And when I talk about exercise, what comes to your mind? Could you give me some examples? Do you think someone can still be physically active without exercising? If yes, in which ways? |  |
| Perceived severity (link of physical activity to health)  Barriers (unawareness) | Do you think that it is important that people do physical activities? Why and why not?  If yes further probe for benefits?  if “health is mentioned.  – probe further---- Could you give examples of health effects?  On average, how many minutes do you think you need to do physical activities to realize these benefits | How do you normally get this information – benefits of physical activity? Probes -  From whom do you normally seek/get this information?  Are there any other information sources you know of? Probe for social media use |
| Barriers  Skill | Ministry of health recommends that we at least have 30 minutes of physical activities on a daily basis. Considering your daily routine, do you think your able to achieve this?   * If yes, in which ways do you think you are able to achieve these levels? – probe for understanding of lifestyle physical activities – schedule. Are these your favorite physical activities? * Do you plan for these physical activities or are spontaneous (by chance)? * If you plan, do you usually plan these activities with a friend? Why or why not, how? |  |
| Barriers, self-efficacy and social environment  Physical environmental  Subjective norm and self-efficacy | * Are there some days when you’re not able to do any physical activity? If yes, what could be the reasons you are not able on those days? probe for barriers, important: Probe for both internal suggestions (e.g., feelings, beliefs, personal traits) and external suggestions (e.g., influence of family, children, friends, coworkers, community, availability of resources). e.g. * Are you sometimes discouraged from doing your favorite activity because your friends and family are not involved? – (probe for examples) * Are you sometimes discouraged from doing your favorite activity because your friends and family don’t like them? – (probe for examples) Why don’t they like these activities? * Are there things within your community which prevent you from being physically active? Probe for examples * Are there things within your home that prevent you from being physically active? probe for examples e.g. how often are you involved housework? * Are there some activities you would like to do but you fear doing them because of fear of what people within community will talk about you? |  |
| Subjective norms and social support | When you get some free time, for example on weekends? How do you normally spend this free time? Explore for examples? Why these activities?  If outdoor not mentioned probe - Why? | Do you think if you planned physical activities during your free time with a group of friends, it would help you to do physically engaging activities during your free time? Why/why not |
| Environment | When you look into this community, which changes do you think have happened that have made people less physically active? Probe for examples? Have these things affected you as well? How? |  |
| Concluding question  (Information on what and how best to deliver the planned intervention) | Our goal is to improve health of our people in Kampala by improving their physical activity levels. From our discussion, which things do you think are the most important for us to find ways of improving them among our mothers |  |
| What would you need to learn how to do in order to become more physically active?  (Fine for some to say they do not KNOW what they would need to learn.)  Prompts, if needed, to generate discussion include: how to manage time better, self-discipline to choose stairs over the elevator, planning PA within schedules.  Probe for perception of ability to overcome barriers. |  |
| Which organization within community would you trust more to provide you with this information; probe for examples e. g churches, health centers, community organized groups (NGOs). |  |
| How would you like to receive this information about physical activity – probe for; organized group sessions – organized social walks, one on one session, sharing information through social media. Would you like this information in form very small books, videos or audios? Why this selection? |  |